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MASTER PLAN FOR THE PHYSICAL DEVELOPMENT OF THE CALIFORNIA STATE
POLYTECHNIC COLLEGE CAMPUS, SAN LUIS OBISPO, CALIFORNIA

1962

Falk and Booth, Architects and Engineers, San Francisco, California

A LETTER FROM THE PRESIDENT.

If those of us in higher education are to fulfill the needs of our State, we must be prepared to meet the challenges which are before us. We must plan continually for the future. This is especially true at our San Luis Obispo Campus where we are now thinking in terms of an ultimate enrollment of 12,000 students. We have had to revise our thinking of our physical needs as enrollment projections through the years have continued to increase. A Master Plan needs continuous evaluations to insure that we meet the changing needs of our State, and I am pleased that the State College Trustees have seen this need and provided the opportunity for bringing Cal Poly's Master Plan up to date.

Julian A. McPhee
President
California State Polytechnic College

**AIMS OF THE
COLLEGE**

California State Polytechnic College provides occupational education at the collegiate level in agriculture, engineering, and the arts and sciences. Its arts and sciences instruction also emphasizes the preparation of secondary school teachers. General education courses and participation in campus activities are combined with the college's specialized instruction to prepare graduates for citizenship and leadership.

The basic purpose of California State Polytechnic College is to prepare young men and women for managerial, technical, and teaching occupations by training the hands as well as the head, by adding "know-how" to "know-why." The training is specific and practical. Each year of study is planned to prepare the student for additional jobs in the training area of his major department. Requirements of the job, rather than of professional graduate schools, determine the educational experiences offered to each student. Practical laboratory work under job conditions is emphasized. Students learn by doing. They may also earn while learning through the project system of instruction in which the college has been a pioneer.

To make maximum use of the student's interest in his field of specialization as an incentive to study, work in the major department is begun in the freshman year. This plan also ensures job preparation for the student who cannot spend four years at college. The course of study, therefore, is "upside-down" in comparison with the conventional college program which groups general education courses and basic theory into the first two years while deferring the more specialized and practical work until the last two years. Through early contact between the student and the practical phases of his major subject, the college seeks also to make the student aware of the value of sciences related to his major so that he may apply himself more diligently to such courses.

The general education courses and the related courses which support the occupational instruction are offered in each of the four college years. This plan makes it possible to schedule in the later college years those courses with content which requires greater maturity and experience. Students thus have a better opportunity to understand what they are studying and to obtain maximum values in general education.

California State Polytechnic College accepts responsibility not only for the occupational education of its students but also for helping them to obtain the best possible career opportunities. Further, through follow-up visits to the graduate and his employer it provides on-the-job assistance to the Cal Poly graduate during his first years in the field.

**HISTORY OF THE
COLLEGE**

1901-1911

The State legislature founded the California Polytechnic School with the express stipulation that it stress agricultural and vocational training. Leroy Anderson, the first director of the school, by emphasizing earning while learning and learning by doing set the basic philosophy. During this first decade the student body of the Polytechnic increased from 16 to 176.

1911-1921

World War I affected the institution considerably as military training became compulsory for all men students—a ruling remaining in effect until 1932—and 147 Polyites joined the armed services. Added to the curriculum were courses in farm machinery and auto mechanics, and a new Academic Department was created.

1921-1931

Early in the 1920's the legislature placed the institution under the direct supervision of the State Superintendent of Public Instruction. During the middle years of this decade, enrollment exceeded 400, six additional major buildings appeared, the project system commenced, printing was included in the curriculum, and the Polytechnic became a six-year institution with the addition of a junior college division.

1931-1941

The California Polytechnic barely survived the economic depression of the early 1930's. Not content with drastically slashing the school budget, the legislature seriously considered abolishing the institution entirely. Then in 1933, with the enrollment having fallen to fewer than 100 students, Julian A. McPhee, Chief of the California Bureau of Agricultural Education, agreed to take over the presidency of the Polytechnic, now reorganized along vocational lines as a two-year technical institute.

1941-1951

By 1942 the Polytechnic had become a four-year college granting bachelor of science degrees in agriculture and in engineering. During World War II the campus was the site of a Naval Flight Preparatory School from which more than 3600 naval aviation cadets were graduated. The first five postwar years saw tremendous gains for the college in curricular offerings, physical plant and enrollment. Creation of a new Science and Humanities Division considerably widened the curriculum. Enrollment reached the 2,900 mark.

1951-1961

Expansion and change were the keynotes of the decade 1951-1961. Highlights included addition of numerous academic buildings and of residence halls, doubling of the staff, admittance once again after a lapse of some thirty years of co-eds, a Master of Arts program in education, new majors, and a four-year ROTC program.

On the San Luis Obispo campus prior to 1952 an estimated \$1,632,700 had been spent for permanent improvements. This amount had grown to \$29,267,500 for construction and equipment by the end of the decade. This total does not take into consideration \$8,012,500 for the five buildings to be completed during 1962 nor \$11,623,700 invested in minor service areas, streets, landscaping and utilities.

Before 1952 permanent buildings included only Heron, Jespersen and Chase Residence Halls, Crandall Gymnasium, the Natatorium, Air Conditioning and Administration Buildings, Machine Shops, Farm Shops, Stadium and Library.

The five Mountain dormitories were added in 1952 and the Power Plant and Mechanical Engineering Laboratory in 1954. During 1955, the Science Building, the Women's Physical Education Annex, and the Horseshoeing Laboratory were completed. Aeronautical and Agricultural Engineering buildings were added in 1956, Engineering East and the relocated welding shops in 1957, the Agricultural Building and the Health Center in 1959. Campus construction had its peak in 1960 with expenditures of \$9,008,200 resulting in the completion of six residence halls, the Mathematics, Home Economics, Men's Physical Education Buildings and the outdoor playing fields. In 1961 almost \$7,000,000 more was invested in completion of the College Dining Hall, Corporation Yard, the English and Speech wing, the Graphic Arts and Little Theater and Music Buildings.

Master plans that were developed prior to World War II were based primarily on the expectation of a small technical institute situation. Approval to offer the bachelor of science degree in 1940 and the subsequent changes in enrollment expectation caused the master plans of the 1930's to be quickly outdated.

One of the results of the Survey of Higher Education in California by Dr. George Strayer was the recommendation that each of the State Colleges be planned for an "ultimate" enrollment, depending upon location, type of curricula, etc. It was recommended that Cal Poly — San Luis Obispo Campus plan for 3,600 individuals and a gross F.T.E. target of 4,080. The firm of Allison and Rible of Los Angeles was selected by the State Department of Education, the State Department of Finance and the State Division of Architecture to prepare a master building plan for Cal Poly for that target figure.

The date of the consummation of this plan was December 1949. Subsequently Allison and Rible was given the contract to design the Science Building and the building was constructed in accordance with the master plan.

In the spring of 1954 the President approved the long-range step by step implementation program for the master plan. All of this was based on the target of 4,080 F.T.E.

In August of 1954 the entire basis for master planning was changed by the Departments of Education and Finance. It had become apparent that the previous ultimate figures recommended by the Strayer report would not be adequate for the State Colleges in California. There was no agreement, however, as to what an ultimate figure should be, so a moving five year target was attempted. Buildings requested in the 1955-56 budget were to be based on an enrollment target of 4,500 F.T.E. By 1956 this target had increased to 6,000 and the new Men's Gymnasium which was occupied two years ago was based on a projected enrollment of 6,000 F.T.E. By 1958 it became apparent that the moving five year target concept was inadequate. The decision was made to master plan the non-metropolitan State Colleges at 12,000.

Even though the master plan target was in an unstable condition, several of the buildings that were requested in 1956-57-58 were designed for possible expansion.

The Los Angeles office of the State Division of Architecture, under the direction of Mr. James Gillem was responsible for master planning the San Luis Obispo campus. The architect specifically assigned to coordinate the planning was Mr. Joseph Kitchaven under the supervision of Carlton Camp and MacCason. Many conferences were held with the college staff in making the transition from the master plan of Allison and Rible to the one that was in effect at the time the Trustees became responsible for the State Colleges.

THE ASSIGNMENT

To prepare a long range master plan for the development of the California State Polytechnic College, San Luis Obispo campus, planning for an orderly growth and expansion to 12,000 full time equivalent enrollments by 1979.*

To aid in lending distinction and a feeling of continuity and unity to the campus.

To coordinate the planning of the campus with the planning of the surrounding area, taking into account local problems of zoning, peripheral development and circulation of traffic.

*Committee on Educational Policy. Comparison of annual regular full-time equivalent enrollments estimated 1961-62, projected 1970-71 and 1980-81.

DESIGN CRITERIA

1. The campus is to be planned for 12,000 F.T.E.
2. Access to the campus must be considered with regard to future plans for the surrounding area.
3. Building expansion must occur in areas adjacent to similar facilities. This will apply to expansion of the following:

Applied Art
Engineering
Agriculture
Student Center
Auditorium
Dormitories
Physical Education

Building expansion is based on enrollment projections and analysis of capacity requirements (See Building Form B.1, revised 10-9-61).

4. Maximum separation between vehicular and pedestrian traffic must be provided.
5. Service access to individual buildings must be adequate.
6. Consideration must be given to the problems of handicapped persons using the campus.
7. It is anticipated that from 6% to 10% of the students will be married and that housing will have to be provided for 50% of the remainder, approximately 5,600 students. (Several suitable sites are available for married student housing.)
8. Parking is to be supplied for 60% of the ultimate F.T.E. or 7,200 cars.
9. Parking must be located adjacent to Auditorium, Speech-Music and football field and track, dormitories and berbecue area. Special parking area is to be allocated for the President and his visitors.
10. Parking areas must be designed and located so that they do not destroy the appearance of the campus.
11. Implementation of the master plan must be possible without disruption of the academic function of the college and must allow for any sequence of construction.

THE SOLUTION

The Cal Poly campus at San Luis Obispo is already largely developed. Any master plan for its future growth must accept what exists and allow for a growth whose physical elements and time schedule are not fixed.

Therefore, this master plan intends to set a flexible framework within which the college can grow so that when the ultimate expansion has taken place, a physical entity will exist which will have its own special character, unity and beauty.

It is immediately apparent to a visitor that the campus at San Luis Obispo is dominated by the automobile; when both the student and automobile population more than doubles, the campus could have the appearance of an enormous parking lot with buildings rising at random from the sea of multi-colored vehicles. Apart from the inhuman ugliness of this scene, such a campus would ill serve the purpose of the college which is to prepare young people for the future. Noise, traffic hazards, and the continual irritation of finding parking space would not help create an atmosphere of dignity and calm beauty.

Therefore the basis of the master plan is that California State Polytechnic College at San Luis Obispo become a "walking campus". The master plan shows the cars removed from the academic campus and plans for the parking area to be so graded and landscaped that the automobiles become concealed as much as possible.

Two entrance control gates are planned, the South gate at Grand Avenue and the West gate at California Boulevard. Traffic from the city of San Luis Obispo will still approach by Grand Avenue but a boulevard is planned to connect the west gate with Highway 1. (This would ease the traffic hazard at the Foothill grade crossing by diverting a large portion of the traffic to the Highway 1 approach.)

Large parking areas are placed next to the entrance gates to serve both students and faculty. The dormitories would be served by parking lots, some of which are already developed. Parking has been located adjacent to the Gymnasium, future Auditorium, Music-Speech Building and outdoor physical education spectator areas. A special parking lot for 15 cars only is located within the perimeter boulevard for the use of the President and his guests.

The landscaped perimeter boulevard enclosing the academic campus would be used as a thoroughfare only by visitors and others with special permission. It could be used for parking on special occasions such as visitors' day.

Within the perimeter boulevard, existing roads would become malls; trees, benches and surface treatments would create the "walking campus".

The design of the groundscape must allow for service vehicles to have necessary access to the buildings and would allow use by vehicles for handicapped persons.

Several courtyards have been planned within the "academic campus". These quiet, sheltered inviting areas where students will study, talk, eat and relax would encourage the social and intellectual interchange which is a vital part of college life. Provision should be made within the design of these courts for works of art donated to the college by alumnae and student groups; works by students themselves would stimulate feelings of pride in the college and would help to create a "Cal Poly" character.

A large assembly-exhibition court is placed between the library and the new engineering building which houses the school of architecture.

The proposed site for the new administration building now in the preliminary planning stage has been chosen in order to create at the junction of the Grand Avenue entrance road and the perimeter boulevard a grand entrance court; this court would be flanked by the administration building on the north and the future student center on the south and would be the focus of the campus.

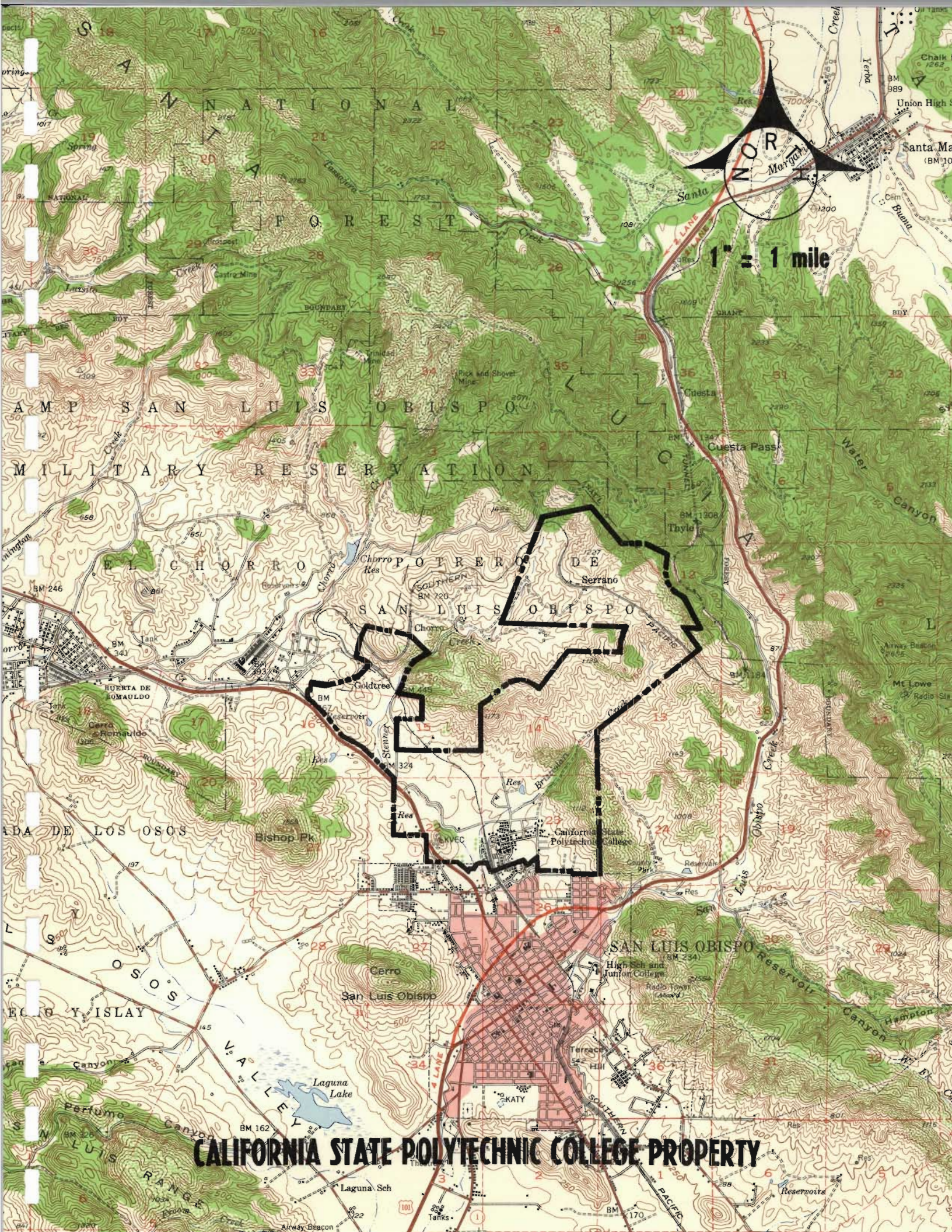
The land to the south of the perimeter boulevard and Grand Avenue would become the complete physical education area for the campus. This foresees the eventual replacement of the President's house in a new location.

Future student housing is planned south of the existing dormitories and as a continuation of it on the hillside. This location necessitates moving the ornamental horticultural unit which is already projected. The corporation yard would remain as it is but should be completely screened from the rest of the campus with trees. A large "barbecue" area has been located east of the west gate parking area and adjacent to the campus produce store.

The F.T.E. can expand to 12,000 within the perimeter boulevard with buildings of not more than two storeys. Provision has been made for some further expansion to take care of unforeseen eventualities (See buildings colored gray.)

In order to tie together so many different types of buildings in so many architectural styles and to add to the campus many more buildings in the future, the yellow brick which is used on the engineering west building and is proposed for the new administration building is suggested as a dominant building material. In addition a master "color scheme" has been initiated and is already being applied to the engineering west building, the old library and the library addition. These colors would be applied to other existing buildings as the need for repainting arises.

There must be a consistency of landscaping to include trees, shrubs, ground textures, benches, drinking fountains, litter containers, signs, light standards, notice boards, etc., which combined with a repetition of building materials and colors will give to the campus a feeling of continuity and unity.



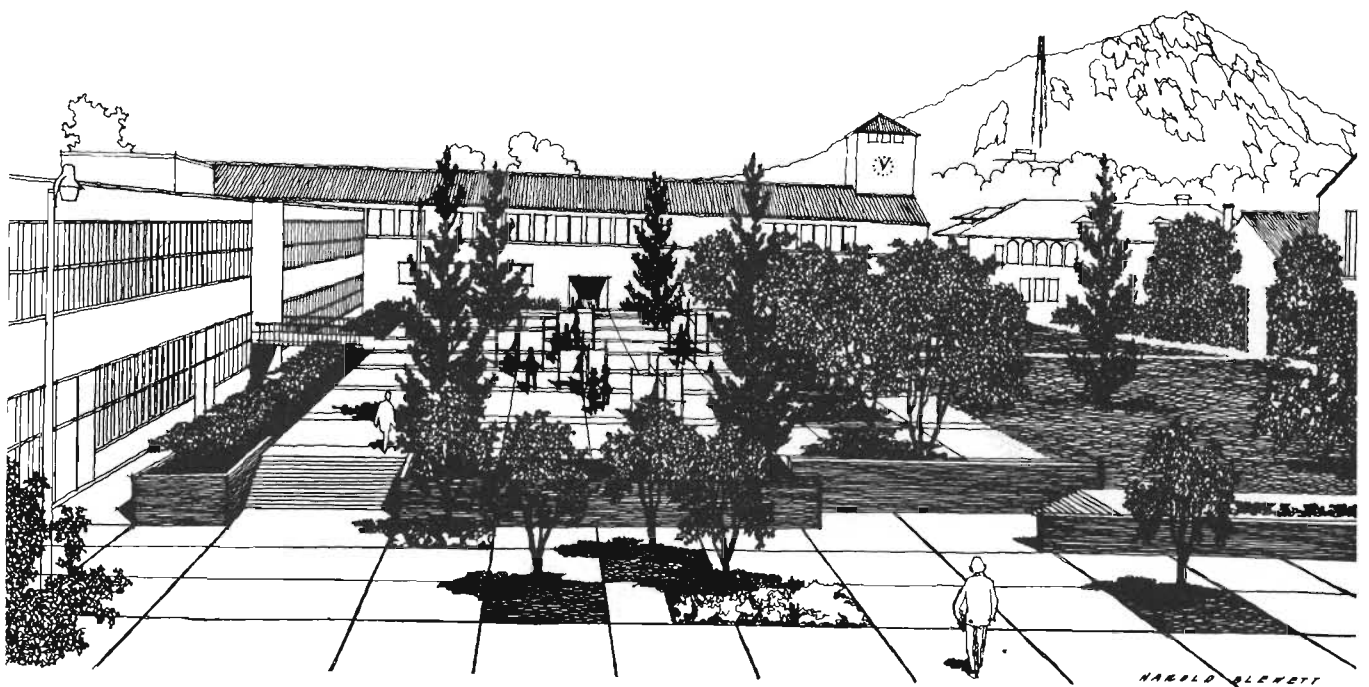
CALIFORNIA STATE POLYTECHNIC COLLEGE PROPERTY

MASTER PLAN FOR CALIFORNIA STATE POLYTECHNIC COLLEGE SAN LUIS OBISPO CALIFORNIA

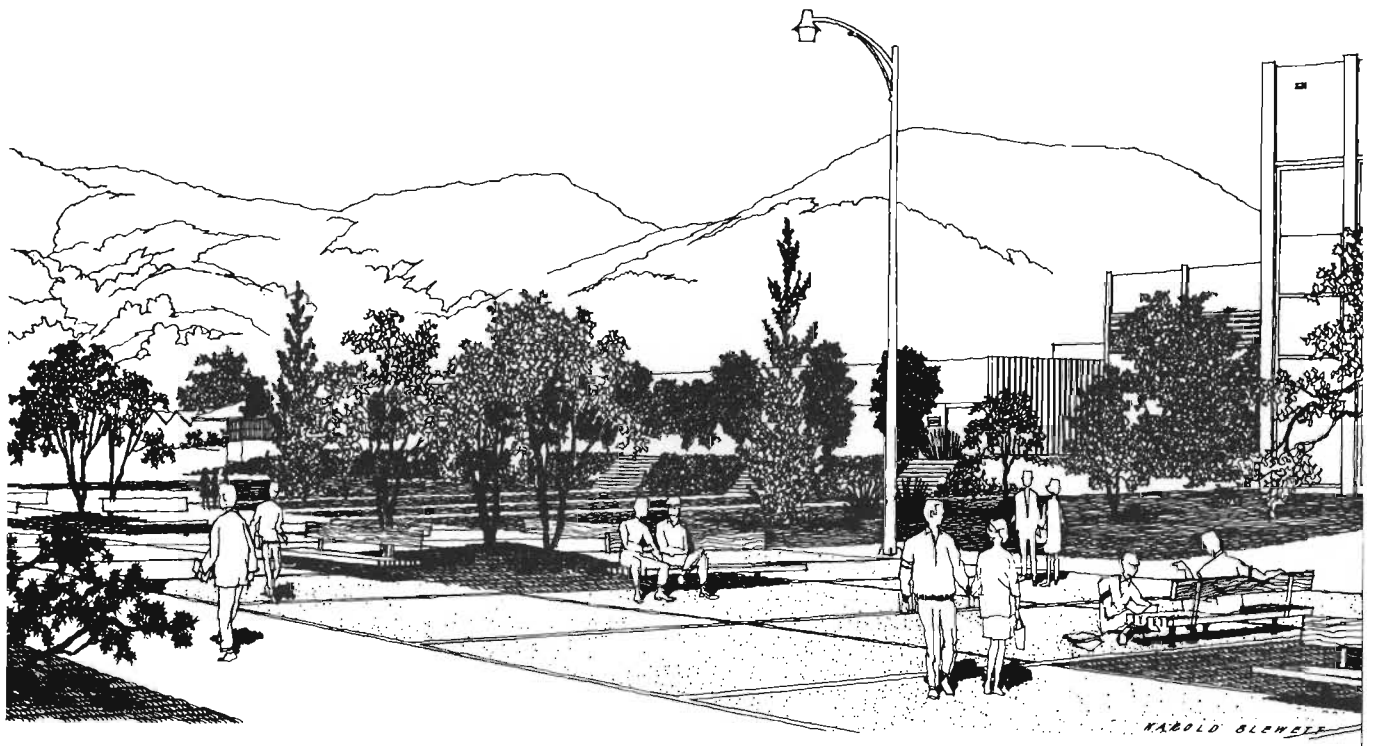
CAMPUS PROPERTY DISTRIBUTION	
TOTAL AREA OF COLLEGE OWNED CAMPUS PROPERTY	2133 ACRES 100.0%
*ACADEMIC AREA (174 ACRES INCLUDING CORPORATION LAND)	
OUTLINE AREAS AND PHYSICAL IMPROVEMENTS	13.2%
IMPROVED FIELD OR TRUCK CROPS	15.8%
IMPROVED ORCHARDS	2.3%
IMPROVED PASTURE AND GULLS WATERSHEDS	1.9%
IMPROVED PASTURE AND GULLS WATERSHEDS	2.4%
IMPROVED PASTURE AND GULLS WATERSHEDS	6.4%
IMPROVED PASTURE AND GULLS WATERSHEDS	4.9%
IMPROVED PASTURE AND GULLS WATERSHEDS	54.8%
*LACROSSE AREA (INCLUDING CORPORATION LAND)	
PARKING TWO CAR 59.4 ACRES	2.8%
OUTDOOR PHYSICAL EDUCATION 56.4 ACRES	2.6%
IMPROVED PASTURE AND GULLS WATERSHEDS	2.7%
IMPROVED PASTURE AND GULLS WATERSHEDS	2.7%
IMPROVED PASTURE AND GULLS WATERSHEDS	46.2%

IN ADDITION THE COLLEGE LEASES 171.6 ACRES WHICH ARE USED FOR AGRICULTURAL PURPOSES





COURTYARD



"WALKING CAMPUS"



BOULEVARD

During the preparation of the master plan Falk & Booth have received help from many sources. We are particularly grateful to:

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